

The Woman's College of
The University of North Carolina
LIBRARY



CQ
no. 572

COLLEGE COLLECTION

Gift of
Mary Lee Francis

FRANCIS, MARY LEE. The Relationship of Selected Factors to Teacher Morale Among Vocational Teachers in Guilford County, North Carolina. (1968) Directed by: Dr. Mildred Johnson. pp. 63

The purposes of this study were to determine the general level of morale of vocational teachers; to compare vocational teachers' perceptions of ten selected dimensions related to teacher morale; and to determine the relationship of the selected dimensions to age, sex, tenure, years of teaching experience, subject area, and the size of school.

The Purdue Teacher Opinionnaire and a personal data form were used to collect the data. The Opinionnaire was composed of one hundred statements which were divided into ten categories related to teacher morale. The ten categories were:

1. Teacher Rapport with Principal
2. Satisfaction with Teaching
3. Rapport Among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education
9. School Facilities and Services
10. Community Pressures

This study was limited to eighty-four vocational teachers in the areas of home economics, agriculture, trade and industry, and distributive education in Guilford County, North Carolina. The findings of this study were based upon a 78.6 per cent return of Opinionnaires and personal data

forms. Major findings are summarized in relation to the hypotheses tested. The majority of the vocational teachers in this study had a general level of morale which ranged from average to high. The level of morale for all teachers was average in relation to "teacher salary." There were no significant differences in teacher morale among teachers in different vocational fields or with different number of years of tenure at the present school. Significant differences were found in relation to "rapport among teachers" and age, "teacher status" and sex, "satisfaction with teaching" and years of teaching experience, and "teacher load" and size of school.

The majority of the teachers in this study were married, held a ten-month contract, were in the area of home economics, had completed work beyond the Bachelor of Science Degree, received a salary between \$600.00 and \$800.00 per month, were male, and held membership in the American Vocational Association.

Approved by

W. J. G. G. G.
Director

THE RELATIONSHIP OF SELECTED FACTORS
TO TEACHER MORALE AMONG VOCATIONAL
TEACHERS IN GUILFORD COUNTY,
NORTH CAROLINA

by

Mary Lee Francis

A Thesis Submitted to
the Faculty of the Graduate School at
the University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

Greensboro
May, 1968

Approved by

Mildred B. Johnson
Director

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina, Greensboro, North Carolina.

Sincere appreciation is extended to Dr. Mildred Johnson, Director of this thesis, for her guidance and enthusiasm; to Mrs. Helen Staley, Miss Louise Lowe, and Dr. Anna Joyce Reardon, members of the thesis committee, for their helpful suggestions and interest in this study; and to the vocational teachers for participating in this study.

Thesis
Director Mildred B. Johnson

Oral Examination
Committee Members

Anna Joyce Reardon

Louise Lowe

Helen K. Staley

Mildred B. Johnson

April 27, 1968
Date of Examination

ACKNOWLEDGMENT

The writer wishes to express her appreciation to those who have devoted their time and effort in helping her to complete this study.

Sincere appreciation is extended to Dr. Mildred Johnson, director of this thesis, for her guidance and enthusiasm; to Mrs. Helen Staley, Miss Louise Lowe, and Dr. Anna Joyce Reardon, members of the thesis committee, for their helpful suggestions and interest in this study; and to the vocational teachers for participating in this study.

A final word of thanks is given to Dr. Joe Clary and Dr. William Brown of the Research Coordinating Unit in Occupational Education for their assistance in the statistical analyses used in this study.

TABLE OF CONTENTS

CHAPTER	PAGE
I. OVERVIEW OF THE STUDY	1
Importance of the Study	1
Purpose of the Study.	2
Assumptions	3
Limitations	4
Study Design.	4
II. REVIEW OF LITERATURE.	6
III. PROCEDURE	18
The Instrument.	18
Personal Data Information	20
Population and Sample	20
Collection of Data.	21
Statistical Processes	21
IV. ANALYSIS OF DATA.	22
Description of Vocational Teachers.	23
Level of Morale	28
Relationship of Selected Dimensions of Teacher Morale to Various Factors.	31
Relationship of Selected Dimensions of Teacher Morale to Age.	32
Relationship of Selected Dimensions of Teacher Morale to Sex.	32

CHAPTER	PAGE
Relationship of Selected Dimensions of Teacher Morale to Tenure	35
Relationship of Selected Dimensions of Teacher Morale to Years of Teaching Experience	35
Relationship of Selected Dimensions of Teacher Morale to Vocational Field	37
Relationship of Selected Dimensions of Teacher Morale to Size of School	40
V. SUMMARY AND IMPLICATIONS.	43
The Problem	44
Limitations	44
Study Design.	45
Major Findings.	45
Implications.	50
School program.	50
Further study	51
BIBLIOGRAPHY.	53
APPENDIX A	
Description of the Variables.	57
APPENDIX B	
Letter of Transmittal	61
First Follow-up Letter.	62
Follow-up Postcard.	63

LIST OF TABLES

TABLE	PAGE
I. Number and Percentage of Teachers in Relation to Level of Education Attained	24
II. Number and Percentage of Teachers in Various Salary Categories.	25
III. Number and Percentage of Teachers Receiving Monthly Salary Supplements in Various Categories	26
IV. Number and Percentage of Teachers Maintaining Membership in Various Professional Organizations.	27
V. The Relationship of Selected Dimensions of Teacher Morale to Age	33
VI. The Relationship of Selected Dimensions of Teacher Morale to Sex	34
VII. The Relationship of Selected Dimensions of Teacher Morale to Tenure.	36
VIII. The Relationship of Selected Dimensions of Teacher Morale to Years of Teaching Experience.	38
IX. The Relationship of Selected Dimensions of Teacher Morale to Vocational Field.	39
X. The Relationship of Selected Dimensions of Teacher Morale to Size of School.	41

CHAPTER I

OVERVIEW OF THE STUDY

Importance of the Study

When the teachers' morale is high, the quality of education is improved. However, anything that is detrimental to the morale of the teacher is also detrimental to the education of youth.¹ In today's changing society, the emphasis placed upon education is greater than ever before, and the launching of Sputnik by the Russians increased America's concern for the education of its youth. Since the teacher assumes a vital role in an effective educational program, consideration must be given to factors that influence teacher morale in order to improve the quality and effectiveness of the teaching-learning situation. Identifying those factors which are pertinent to improving teacher morale is a first step in improving education. Schultz stated:

The teacher is the focal point of a healthy learning situation. How a teacher feels toward teaching doubtless affects his value as a teacher. Since some of the teacher's attitude and mental health rubs off on pupils, there is apparently considerable merit to the idea that a well adjusted teacher is an effective teacher.²

¹Frederick L. Redefers, "The Unknown Teacher," Educational Forum, XXIII (January, 1959), 143.

²Raymond E. Schultz, "Keeping Up Teacher Morale," Nation's Schools, L (October, 1952), 53.

The level of a teacher's morale is a controlling factor in teacher effectiveness. Redefer stated that, "One question could be asked of all boards of education: What is the status of staff morale in your schools?" He further commuted:

Boards of education should be concerned about the morale of staff and teachers because faculty morale is a good barometer of the quality and excellence of the school's educational program. Morale is an indicator of the degree to which the potential of any staff is directed toward the achievement of accepted objectives. For boards of education, the level of morale also gives an indication of the adequacy of personnel policies and how well the schools are administered.³

Purpose of the Study

The purposes of this study were: (1) to determine the general level of morale of vocational teachers; (2) to compare vocational teachers' perceptions of ten selected dimensions related to teacher morale; and (3) to determine the relationship of these selected dimensions to age, sex, tenure, years of teaching experience, subject area, and the size of school. An analysis of some of the factors affecting teacher morale could be of value to school administrators, supervisors, principals, and teachers who are concerned with the improvement of education. Through an assessment of the

³Frederick L. Redefer, "The School Board and Teacher Morale," American School Board Journal, CXLV (July, 1962), 5.

level of morale, possible sources of dissatisfaction within a school or school system and the satisfying aspects of the teachers' job could be identified. The role that the community plays in fostering high or low teacher morale could be determined and whether improvements are needed in the relationship between the school and the community. An analysis of the data would also identify areas in which further research is needed.

Thus, it was hypothesized that:

1. There are no significant differences in teacher morale among teachers in different vocational fields.
2. There are no significant differences in teacher morale among teachers in schools of different sizes.
3. There are no significant differences in teacher morale among teachers of different ages.
4. There are no significant differences in teacher morale among teachers of different sex.
5. There are no significant differences in teacher morale among teachers with a different number of years of teaching experience.
6. There are no significant differences in teacher morale among teachers with a different number of years of tenure at the present school.

Assumptions

Two basic assumptions were made in planning this study:

1. Vocational teachers are willing to respond to statements pertaining to their perceptions of

self and certain educational issues.

2. The respondents will record their emotional reactions honestly.

Limitations

This study was limited to teachers of vocational home economics, agriculture, trade and industry, and distributive education in Guilford County, North Carolina. Teachers of business education and introduction to vocations were excluded from this study because of the limited number of these teachers in Guilford County.

Definition of terms used

Morale—one's emotional reaction to his job.

Vocational teacher—one who guides and directs the learning experiences of pupils below college level in their preparation for a particular vocation.

Study Design

The Purdue Teacher Opinionnaire was selected as the instrument to measure the level of teacher morale among selected vocational teachers in Guilford County, North Carolina. A personal data form was developed to obtain the following information: (1) age, (2) sex, (3) years of teaching experience, (4) size of school, (5) teaching field, and (6) tenure at present school. Other information obtained from the personal data form was: (1) length of

contract, (2) marital status, (3) level of education, (4) monthly salary, (5) monthly salary supplement (excluding travel), (6) race, (7) membership in professional organizations, and (8) membership in community organizations. The Opinionnaires, personal data forms, and cover letter were sent to eighty-four vocational education teachers including twenty-five in the area of home economics, ten in agriculture, fifteen in distributive education, and thirty-four in trade and industry. A follow-up letter and a second follow-up, a postcard, requested the return of the Opinionnaires and personal data forms.

The data were coded for statistical computations; the Multi-Variate Analysis of Variance program was used to analyze the data. This program was stored in UNCSTAT procedures at the Triangle University Computation Center.

2. E. L. Lippert and Joseph W. Tarbrough, "What 1660 School People Think About Teacher Morale," American School Board Journal, 1969, December, 1969, 29.

CHAPTER II

REVIEW OF LITERATURE

For more than two decades, studies have been conducted in an attempt to identify the factors which affect teacher morale. Much has been written on the subject of morale both in industry and in the field of education. These educational studies have attempted to identify the conditions that satisfy and please, or irritate and discourage teachers. Among these studies are findings which are similar, as well as findings which are unique to each individual study.

A survey was conducted in 1949 by Leipold and Yarbrough to determine which factors 1,600 elementary and secondary school personnel considered most important concerning teacher morale. The five factors considered most important were: That the teacher receives firm support from the administration in discipline problems, enjoys teaching and has a profound belief in teaching, receives a fair and sufficient salary, is shown proper courtesy and respect by students, and receives a good pension and retirement benefits.¹

Chase studied 1,784 teachers in more than 200 school

¹L. E. Leipold and Joseph W. Yarbrough, "What 1600 School People Think About Teacher Morale," American School Board Journal, CXIX (December, 1949), 29.

systems in 43 states and concluded that: elementary school teachers are likely to be somewhat more enthusiastic than secondary teachers, more enthusiasm is shown by married teachers than single teachers, and the satisfaction with a system increases with the length of service in a system and the years of experience in teaching. He summarized the studies and suggested these generalizations:

1. Teachers feel that their satisfaction is greatly affected by "freedom to plan own work," by a sense of professional status and responsibility.
2. Satisfaction in teaching is affected by teachers' feelings with regard to the adequacy of salary, and by opportunity to participate in determination of salary schedules.
3. Teachers' feelings with regard to the quality of professional leadership and supervision are closely related to their feeling toward the system as a whole.
4. Feeling on the part of teachers that they have an opportunity to participate regularly and actively in educational planning and policy making is closely related to the extent of satisfaction which they feel with the system in which they are working.
5. Satisfaction in the system is dependent to a considerable extent upon a feeling by teachers that the teaching load, school plant, equipment and supplies, and other conditions are such as to permit effective work.²

Gragg, a school superintendent, asked the teachers who worked under his supervision to respond to two questions. One question asked what contributed to low morale, and the other asked what contributed to high morale. Responses, in

²Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951) 127, 129.

order of frequency, for low morale were: an excessive teaching load, inequalities in administration of salary schedule, and classroom distractions and interruptions from teaching. Responses, in order of frequency, for high morale were: confidence in principals and other administrators leadership, cooperation among staff members, rapport among teachers, and fair and adequate salaries. Gragg stated that, "Morale is an individual, personal condition. The same environment can have opposite effects on two teachers."³

A follow-up on job satisfaction of recent University of Illinois graduates was conducted by Schultz. Replies were received from 776 recent graduates who were teachers. He found that women teachers were more satisfied than men teachers, and more of the single teachers were satisfied than those teachers who were married. The following generalizations were made:

1. The subject taught, the size of the community in which the teacher works, the length of teaching experience, and the amount of academic preparation do not appear to be factors that significantly affect teacher morale.
2. Salaries that teachers receive are related to their morale. The most dissatisfied teachers had lower mean salaries and more family responsibilities than did the most satisfied teachers.
3. Working conditions and supplies and equipment are identified by teachers as important contributions to their morale. The most dissatisfied

³W. L. Gragg, "Teacher Morale," Clearing House, XXIX (April, 1955), 493, 494.

group was highly critical of the physical conditions surrounding its work, whereas the most satisfied group was complimentary regarding the physical facilities of its schools.

4. Highly satisfied teachers are much less likely to investigate new job opportunities than very dissatisfied teachers are.
5. The administrator is most often identified as the focal point of the teacher's satisfaction or disillusionment with his work. The evidence obtained in this study supports an hypothesis that administrative practices and procedures are of primary importance to teacher morale.⁴

Hedlund and Brown surveyed 3,000 teachers in New York State, excluding New York City, and found that 89 per cent of them were satisfied with their teaching positions and 79 per cent of them planned to make teaching their career. "Inadequate salaries" seemed to be one of the important factors in determining the level of teacher morale.⁵

Between 1949 and 1957 surveys were conducted to determine what factors affected teacher morale in twenty school systems by the division of Surveys and Field Services of George Peabody College for Teachers. Suggestions made most frequently for the improvement of morale were that classes be reasonably small, and a good salary schedule be implemented. Teachers believed that a good administration was the most important item in the tabulation of the

⁴Raymond E. Schultz, "Keeping Up Teachers Morale," Nation's Schools, L (October, 1952), 53, 56.

⁵Paul A. Hedlund and Foster S. Brown, "Conditions That Lower Teacher Morale," Nation's Schools, XLV (September, 1951), 40.

strengths of a school system. Poor buildings, large classes, and a lack of a period for rest, especially in the elementary school, were the chief sources of discontent.⁶

The results of a self-evaluation of fifty-five members of the Elizabeth-Forward High School led to the establishment of a committee to study the morale problem in the school. Some of the suggestions for improving the morale in this school were: that the teachers receive friendly, helpful criticism designed to improve the existing conditions; be included in problem solving; receive administrative support in their problems with pupils and parents; have an opportunity to attend professional conventions and conferences, with expenses paid; and receive recognition for work well-done.⁷

Redefer studied 5,000 teachers to determine the factors that affect teacher morale. He made some generalizations concerning teacher morale:

1. The morale of teaching faculties is closely related to the quality of education in individual schools.
2. Marital status, sex or age are not the determining factors of morale.
3. Salary or salary schedules, while important, do not determine the morale status of the individual teacher or the faculty group.
4. The socio-economic status of the school community

⁶Henry Harap, "Many Factors Affect Teacher Morale," Nation's Schools, LXIII (June, 1959), 55, 56.

⁷Harry R. Faulk, "Improving Staff Morale," Educational Executives' Overview, III (February, 1962), 59.

- does not determine the morale status of the faculty.
5. "Problem" schools do not necessarily cause low faculty morale.⁸

Redefer further stated that four major areas should receive attention if teacher morale is to be improved. These areas were: relationship among the members of the board of education, administrative personnel and the teachers; policies and practices of administrative personnel; equipment and supplies in the school; and educational guidance of the school system as a whole and of school units.⁹

A study was conducted by New York University, School of Education, of 1,000 public school teachers in New York City public schools. It was found that schools with teachers who have high morale have an educational program of higher quality. Age, sex, or marital status did not determine the status of morale of these teachers. The relationship of the teacher with the community affected the status of morale. Evidence indicates that the principal is the cornerstone in the status of morale of the teacher. Salary may be important in determining the level of morale of some teachers, but not for most teachers.¹⁰

⁸Frederick L. Redefer, "Factors That Affect Teacher Morale," Nation's Schools, LXIII (February, 1959), 59.

⁹Ibid., 60-61.

¹⁰Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, CXLV (July, 1962), 5-7.

Argento and Gabriel also found that the principal is the key person in relation to the level of teacher morale. He was identified as the person most responsible for both low teacher morale and high teacher morale.¹¹

A questionnaire was sent to 100 teachers in a county in northern Illinois to identify factors that contributed to teacher morale. Two of the most important factors that contributed to high teacher morale were: co-operation among staff members and the attitudes displayed by students. Other factors were: community location, attitude of the principal, subject area, and a pleasant atmosphere in the community.¹²

Job satisfactions desired by teachers were identified in an investigation conducted by Wiles. Over a four year period, 1,000 graduate students listed factors that they believed essential for job satisfaction. Some of the factors identified as contributing to job satisfaction included: a feeling of security and a satisfactory level of living, fair treatment, a sense of accomplishment and development, appreciation of contribution, a share in deciding policy, and a

¹¹Nat Argento and Alfred Gabriel, Jr., "A Survey of the Factors Influencing Teacher Morale in the Oakland Public Schools" (unpublished Master's Thesis, San Francisco State College, San Francisco, 1955), 41.

¹²Robert Francisco, "Factors That Contribute to Teacher Morale" (unpublished Master's Thesis, Illinois State Normal University, 1951), 28, 29.

chance to preserve self-respect.¹³

In a study of teacher morale, Strickland found that the following factors contribute to high teacher morale: cooperative co-workers who share materials and ideas, a principal who is cooperative and helpful, parents who are cooperative and appreciative, supplies and equipment in adequate amounts, independence in teaching, pupils who are respectful and show an interest in their school work, a supervisor who is helpful, and a school that is well-organized and has formulated policies.¹⁴

Spracklen conducted a study to identify factors that contribute to good teacher morale. He found that the following factors, when provided by a school district, aid in improving or maintaining good teacher morale: rapport among teachers, administrators, board of education, parents, and others in the district, a salary schedule that is adequate, a chance for advancement, a supervisor who provides good leadership, and an administration that is friendly and understanding.¹⁵

¹³Kimball Wiles, Supervision for Better Schools (Englewood Cliffs: Prentice-Hall, Inc., 1955), 52.

¹⁴Benjamin Franklin Strickland, "A Study of Factors Affecting Teacher Morale in Selected Administrative Units of North Carolina" (unpublished Doctoral Dissertation, The University of North Carolina, 1961), 108.

¹⁵Guy Elden Spracklen, "Factors That Contribute to Good Teacher Morale" (unpublished Master's Thesis, Chico State College, 1960), 63.

Mixon ascertained the personal opinions of educators on the factors needed to help promote good morale. Factors that were commonly listed were: an increase in salary, an evenly distributed work load, an opportunity for all groups to engage in the formulation of policies, a better understanding of the school program through lines of communication which are kept open, an evidence of professionalism, a recognition of teachers who do their work well, and a tenure program based on competent teaching, and an acceptance and awareness of the school staff by the community.¹⁶

Burton and Brueckner have listed the psychological factors which help to foster a feeling of rapport among people. They were:

1. Participating in policy-making, defining goals and problems, planning and carrying out plans.
2. Recognition by fellow-workers, acceptance by them of one's contributions.
3. Stimulating leadership which encourages emergent leadership, co-operative effort, and participation by all.
4. Consistent policies under which to work, consistent treatment from status leaders.
5. Achievement, production of useful results.
6. Satisfaction from, and security in one's work which comes from fair treatment, participation, achievement, and recognition.

¹⁶Ronald Kieth Mixon, "A Study of Factors Affecting Teacher Morale of Public School Teachers" (unpublished Master's Thesis, Texas Technological College, 1965), 59.

7. General administration which is democratic, sympathetic, and stimulating.¹⁷

In a study to determine the pertinent factors related to teacher morale of elementary school teachers in Springfield Township, Ohio, Johnson found that the more experienced teachers were more satisfied than the inexperienced teachers. The female teacher was found to be more satisfied than the male teacher. Johnson identified factors which contributed to a higher level of morale of teachers. They were: (1) a relationship with children which is close and rewarding, (2) respect for the profession, and (3) a pleasing and valuable working relationship with other teachers.

Some sources of discontent among teachers were:

- (1) insufficient time for working with students individually and to finish paper work, (2) the performance of duties not connected with teaching, (3) lack of sufficient fringe benefits, (4) lack of sufficient financial acknowledgment of teacher competency, and (5) lack of sufficient occasions for teachers to take part in helping make decisions with regard to school policies.¹⁸

¹⁷William H. Burton and Leo J. Brueckner, Supervision A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), 556.

¹⁸James P. Johnson, "A Study to Determine the Pertinent Factors Affecting Teacher Morale in the Elementary Schools of Springfield Township" (unpublished Master's Thesis, The University of Akron, 1966), 47, 48.

To determine the relationship of selected factors to teacher morale, Bentley and Rempel conducted two studies in Indiana. One study involved the teachers in twenty-two high schools, and the other was concerned with vocational agriculture teachers. The Purdue Teacher Morale Inventory was used in both studies to measure teacher morale. In the twenty-two high schools, some of the results were: (1) the morale scores for women were significantly higher, on the average, than for men teachers; (2) for both groups studied, the morale scores were lower for those teachers having fewer than ten years or more of experience. The differences in level of morale were not significant when the interval of years of experience was reduced. When only the agriculture teachers were considered, (3) there were no significant differences in morale between the high school teachers with the bachelor's degree and those with the master's degree. Lower morale was found to exist in vocational agriculture teachers having little or no training in addition to the bachelor's degree than in those who had additional training; and (4) a significantly higher level of morale was found to exist in agriculture teachers having tenure and higher salary ranges.¹⁹

¹⁹Ralph R. Bentley and Averno M. Rempel, "The Relationship of Selected Factors to Teacher Morale" (Lafayette, Indiana: The Division of Education, Purdue University, 1962), 9-10.

A study of teacher morale was also conducted in the San Juan Unified School District in California by Chmelka and Swolgaard. They found the following factors to be related to a high level of morale: rapport and cooperation among teachers, sharing among teachers of successful teaching techniques, and sharing of mutual goals by the faculty. Factors which tended to lower the morale were: the unsatisfactory regional policies, practices and procedures concerning personnel; the low value placed on education by students; and the instructional program is not improved by administrative visits to the classroom.²⁰

From the review of literature similar factors could be identified that influenced teacher morale and also, factors which were unique to each individual study. Some of the factors indicated most frequently as influencing teacher morale were: the salary plan, the work supplies, the policy-making, and the cooperation among staff members. The principal was the person who was most influential in determining the level of teacher morale. Teachers expressed the desire for a principal who was understanding, cooperative, friendly, helpful, and would give them support.

²⁰Ralph Chmelka and Howard Swolgaard, "A Study of Teacher Morale in the San Juan Unified School District," (unpublished Master's Thesis, Sacramento State College, 1962), 152, 156.

CHAPTER III

PROCEDURE

This study involved a survey of the opinions of vocational teachers to determine the relationship of selected factors to teacher morale. The study was limited to teachers of vocational home economics, agriculture, trade and industry, and distributive education in Guilford County, North Carolina. Teachers of business education and introduction to vocations were excluded from this study because of the limited number of these teachers in Guilford County.

The Instrument

The Purdue Teacher Opinionnaire was selected as the instrument to measure teacher morale.

Not only does the Opinionnaire yield a total score indicating the general level of a teacher's morale, but it also provides meaningful sub-scores which break down morale into some of its dimensions.¹

The Opinionnaire was composed of one hundred statements which were divided into ten categories related to teacher morale with a rating scale to form the basis of the instrument. The categories related to teacher morale were as follows:

¹Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), 1.

1. Teacher Rapport With Principal
2. Satisfaction With Teaching
3. Rapport Among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education
9. School Facilities and Services
10. Community Pressures

A description of each of the factors is included in Appendix

A. On each of the one hundred statements, the vocational teacher could check responses for "agree," "probably agree," "probably disagree," or "disagree." Each factor had a keyed response, and weighted values were assigned for each response. When the keyed response was "agree," the weighted values were:

(A) Agree	-- 4
(PA) Probably Agree	-- 3
(PD) Probably Disagree	-- 2
(D) Disagree	-- 1

When the keyed response was "disagree," the weighted values were:

(D) Disagree	-- 4
(PD) Probably Disagree	-- 3
(PA) Probably Agree	-- 2
(A) Agree	-- 1

The respondents were instructed to blacken the space on the answer sheet which most closely approximated their perceptions

regarding the educational issues stated in the Opinionnaire.

Personal Data Information

In addition to the Opinionnaire to measure vocational teachers' opinions, a personal data form was developed to secure information relating to age, sex, race, years of teaching experience, size of school, teaching field, length of contract, marital status, tenure at present school, level of education, monthly salary, monthly salary supplement (excluding travel), professional organizations, and community organizations. Respondents were also asked to list the offices held in these organizations.

Population and Sample

The population for this study was limited to vocational education teachers in Guilford County, North Carolina. The Director of Vocational and Adult Education and the Assistant Superintendent of Guilford County Schools each provided a list of names of all vocational teachers.

Areas of study represented by the vocational teachers included home economics, agriculture, trade and industry, and distributive education. Teachers in the areas of business education and introduction to vocations were excluded from the study because of the limited number in Guilford County.

CHAPTER IV

ANALYSIS OF DATA

The major objectives of this study were: (1) to determine the general level of morale of vocational teachers; (2) to compare vocational teachers' perceptions of ten selected dimensions related to teacher morale; and (3) to determine the relationship of the selected dimensions related to teacher morale to age, sex, tenure, years of teaching experience, subject area, and the size of school. The level of morale and teachers' perceptions of ten selected dimensions related to teacher morale were determined by using the Purdue Teacher Opinionnaire. A personal data form was used to obtain the information concerning age, sex, tenure, years of teaching experience, subject area, and size of school.

The data for this study were obtained from sixty-six vocational teachers in Guilford County, North Carolina. The data obtained were analyzed and presented as follows:

1. A description of the vocational teachers who participated in this study in terms of teaching field, marital status, length of contract, level of education, monthly salary, monthly salary supplement (excluding travel), race, professional organizations, and community organizations.
2. The general level of morale of vocational teachers.

3. The relationship of the selected dimensions of teacher morale to age, sex, tenure, years of teaching experience, subject area, and size of school.

Description of Vocational Teachers

The population for this study was limited to vocational education teachers in Guilford County, North Carolina. Areas of study represented by the vocational teachers included twenty-five in the area of home economics, seven in the area of agriculture, twenty-one in the area of trade and industry, and thirteen in the area of distributive education. Teachers in the areas of business education and introduction to vocations were excluded from this study because of the limited number in Guilford County. Each respondent provided personal information data so that comparisons could be possible.

The majority of the teachers who participated in this study, 87.9 per cent, were married. Seven teachers, 10.6 per cent were single and one was divorced.

Fifty-eight teachers, 87.9 per cent, held a ten-month contract. Only eight, 12.1 per cent, were under contract for twelve months.

Participants were requested to indicate the highest level of education attained. Twenty-one teachers had acquired

a master's degree and fourteen teachers were working toward a master's degree (Table I).

TABLE I
NUMBER AND PERCENTAGE OF TEACHERS IN RELATION
TO LEVEL OF EDUCATION ATTAINED

Level of Education	Number of Teachers	Percentage
Master's Degree	21	32.3
Working Toward Master's Degree	14	21.5
High School Plus Experience	7	10.8
Associate Degree in Technical Education	1	1.5
Bachelor of Science Degree	21	32.3
No Response	1	1.5

The data requested of the teachers concerning their monthly salary were categorized into five levels: four-hundred to five-hundred dollars, five-hundred one to six-hundred dollars, six-hundred one to seven-hundred dollars, seven-hundred one to eight-hundred dollars, and eight-hundred one and over dollars. Fifteen teachers, 22.7 per cent, did not respond to the question pertaining to monthly salary. Of the fifty-one teachers who responded to this question,

nearly two-thirds of the teachers received salaries ranging between six-hundred and one dollars and eight-hundred dollars (Table II).

TABLE II
NUMBER AND PERCENTAGE OF TEACHERS
IN VARIOUS SALARY CATEGORIES

Salary	Number of Teachers	Percentage
\$400 - \$500	2	3.9
\$501 - \$600	11	21.6
\$601 - \$700	16	31.4
\$701 - \$800	17	33.3
\$801 - Plus	5	9.8

Data concerning monthly salary supplement (excluding travel) were categorized into six levels: zero to twenty-five dollars, twenty-six to fifty dollars, fifty-one to seventy-five dollars, seventy-six to one hundred dollars, one hundred-one to one hundred twenty-five dollars, and one hundred twenty-six and over dollars. Nearly one-third, 31.8 per cent, of the teachers did not respond to the question pertaining to salary supplement. Of the teachers who responded, nineteen received a supplement ranging from twenty-six to fifty dollars. Eight received less than twenty-five

dollars (Table III).

TABLE III

NUMBER AND PERCENTAGE OF TEACHERS RECEIVING MONTHLY
SALARY SUPPLEMENTS IN VARIOUS CATEGORIES

Monthly Salary Supplement (excluding travel)	Number of Teachers	Percentage
\$ 0 - \$ 25	8	17.8
\$ 26 - \$ 50	19	42.2
\$ 51 - \$ 75	5	11.1
\$ 76 - \$100	9	20.0
\$101 - \$125	0	0.0
\$126 - Plus	4	8.9

The respondents in this study included twenty-eight females and thirty-eight males. Of the total number of persons represented in this study, fifty-two were Caucasian and fourteen were Negro.

Fifty-eight, 87.9 per cent, of the teachers responded to the question pertaining to membership in professional organizations. The majority of the respondents, 84.5 per cent, were members of the American Vocational Association (AVA) and 81.0 per cent were members of the North Carolina Vocational Association. See Table IV.

TABLE IV
NUMBER AND PERCENTAGE OF TEACHERS MAINTAINING MEMBERSHIP
IN VARIOUS PROFESSIONAL ORGANIZATIONS

Professional Organization	Number of Teachers	Percentage
National Education Association (NEA)	30	53.5
North Carolina Education Association (NCEA)	40	68.9
American Vocational Association (AVA)	49	84.5
North Carolina Vocational Association (NCVA)	47	81.0
Classroom Teachers Association (CTA)	20	34.5
North Carolina Teachers Association (NCTA)	11	19.0

There were professional organizations unique to each teaching field. Eighteen of the twenty-five teachers in the area of home economics held membership in the American Home Economics Association and the North Carolina Home Economics Association. Six of the seven vocational agriculture teachers belonged to the North Carolina Vocational Agriculture Teachers Association, and only one of the twenty-one trade and industry teachers belonged to the North Carolina Trade and Industry Teachers Association. Of the

thirteen teachers in the area of distributive education, one teacher was a member of the Distributive Education Clubs of America, and six teachers were members of the National Association of Distributive Education Teachers.

Forty-two, 63.6 per cent, of the teachers responded to the item concerning membership in community organizations. Some of the community organizations mentioned were: Guilford County Education Association, Church, Parent-Teacher Association, Guilford County Home Economics Association, Rotary, Lions Club, Shrine, Masons, Moose, Grange, and Civitans.

Level of Morale

For purposes of this study, the level of morale, "low," "average," and "high," based on a four-point scale, was determined for each dimension related to teacher morale. The scale used for each dimension was:

1.000 - 2.000	"low" morale
2.001 - 3.000	"average" morale
3.001 - 4.000	"high" morale

A composite score for the ten dimensions related to teacher morale was as follows:

10.00 - 20.00	"low" morale
20.01 - 30.00	"average" morale
30.01 - 40.00	"high" morale

The discussion which follows will be in reference to composite mean morale scores. The relationship of the ten selected dimensions of teacher morale to each of six factors,

age, sex, size of school, teaching field, years of teaching experience, and tenure was studied. The teachers were grouped according to age. They were as follows:

Age range	Total mean morale score
21 - 29	31.01
30 - 39	32.97
40 - 49	31.20
50 - 59	34.03

The group of teachers with the highest mean morale scores were those teachers between the ages of fifty and fifty-nine. Those teachers who had the lowest mean morale score were between the ages of twenty-one and twenty-nine. Female teachers were found to have a higher mean morale score (32.37) than the male teachers (31.71).

The general level of morale was considered in relation to size of school. Schools were grouped according to the number of students in attendance in the schools. They were:

Size of school	Total mean morale score
0 - 250	-----
251 - 500	31.40
501 - 750	32.78
751 - 1000	32.46
over 1000	31.65

No schools represented in this study had a student enrollment of less than 250. Teachers in schools of 501 to 750 enrollment had the highest mean morale score, and teachers in the schools with 251 to 500 students had the lowest mean morale score.

To determine the general level of morale teachers were

grouped according to teaching field. The agriculture teachers had the highest mean morale score (33.16), while the trade and industry teachers had the lowest mean morale score (31.18). The mean morale score for teachers in the areas of home economics and distributive education was 32.35 and 31.99, respectively.

According to the number of years of teaching experience the following groups were formed:

Number of years of teaching experience	Total mean morale score
1 - 5	31.06
6 - 10	32.88
11 - 15	30.88
16 - 25	32.55
26 Plus	32.70

Teachers with the highest mean morale scores were those with six to ten years teaching experience. The lowest mean morale score was attained by teachers with eleven to fifteen years teaching experience.

On the basis of tenure in the present school, the teachers were assigned to groups. They were:

Tenure (years)	Total mean morale score
1 - 3	31.96
4 - 7	31.80
8 - 26	32.07

The total mean morale score for teachers with eight to twenty-six years tenure was higher than for the other groups. All groups had a high level of morale, when considering the composite scores.

Relationship of Selected Dimensions of Teacher Morale
to Various Factors

Teachers were asked to check their responses to one hundred statements which were divided into ten variables pertaining to teacher morale. The ten categories related to teacher morale were as follows:

1. Teacher Rapport With Principal
2. Satisfaction With Teaching
3. Rapport Among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education
9. School Facilities and Services
10. Community Pressures

The discussion which follows includes an analysis of each of the ten selected dimensions of teacher morale in relation to age, sex, tenure, years of teaching experience, teaching field, and size of school. The Multi-Variate Analysis of Variance program was used to determine whether significant differences existed between ten variables related to teacher morale and each of the six factors. Findings were considered significant at the .05 level of significance. The Duncan's new multiple-range test was used to compare treatment means to determine whether a significant difference existed at the .05 level.

The Relationship of Selected Dimensions of Teacher Morale
to Age

The teachers between the ages of fifty and fifty-nine had the highest mean morale scores on eight of the variables (Table V). The lowest mean morale scores were made by teachers between the ages of twenty-one and twenty-nine on six of the ten variables. There was a significant difference between teachers thirty to thirty-nine years of age and those twenty-one to twenty-nine years of age in relation to the variable "rapport among teachers," at the .05 level of significance. There were no significant differences found among the other treatment groups after calculating the Duncan value. Two other variables which approached significance at the .05 level were "curriculum issues" and "school facilities and services."

The Relationship of Selected Dimensions of Teacher Morale
to Sex

A significant difference was found between male and female teachers in relation to the variable "teacher status" (Table VI). The female teachers had a mean morale score of 3.250 and the male teachers had a mean morale score of 2.926. On eight of the dimensions of teacher morale, the female teachers had high mean morale scores. The male teachers had high mean morale scores on seven of the

TABLE V

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO AGE

VARIABLE	A G E								F VALUE
	21-29		30-39		40-49		50-59		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.232	0.567	3.421	0.642	3.345	0.557	3.545	0.463	0.781
Satisfaction with teaching	3.300	0.492	3.486	0.332	3.505	0.284	3.609	0.274	1.933
Rapport among teachers	3.289	0.303	3.657	0.341	3.385	0.443	3.409	0.270	2.981*
Teacher salary	2.558	0.570	2.657	0.633	2.470	0.633	2.973	0.573	1.741
Teacher load	2.821	0.514	3.164	0.481	2.925	0.521	3.182	0.624	1.732
Curriculum issues	3.347	0.410	3.500	0.519	3.080	0.593	3.473	0.492	2.402**
Teacher status	3.000	0.483	3.143	0.673	2.945	0.693	3.309	0.411	1.060
Community support of education	3.063	0.529	3.400	0.592	3.240	0.611	3.509	0.351	1.893
School facilities and services	3.000	0.611	3.143	0.563	2.790	0.610	3.327	0.338	2.430**
Community pressures	3.400	0.406	3.400	0.526	3.510	0.397	3.691	0.226	1.425

* Significant at the .05 level

** Approached significance at the .05 level

TABLE VI
THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO SEX

VARIABLE	S E X				F VALUE
	Male		Female		
	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.350	0.586	3.386	0.522	0.066
Satisfaction with teaching	3.416	0.342	3.521	0.404	1.318
Rapport among teachers	3.397	0.332	3.439	0.418	0.206
Teacher salary	2.579	0.583	2.664	0.647	0.315
Teacher load	3.061	0.466	2.886	0.603	1.765
Curriculum issues	3.342	0.498	3.264	0.581	0.341
Teacher status	2.926	0.561	3.250	0.575	5.247*
Community support of education	3.195	0.454	3.371	0.657	1.669
School facilities and services	2.974	0.562	3.071	0.597	0.463
Community pressures	3.468	0.411	3.521	0.419	0.263

* Significant at the .05 level

dimensions. The one variable on which both male and female teachers had an average level of morale was in relation to "teacher salary."

The Relationship of Selected Dimensions of Teacher Morale to Tenure

Table VII indicates the comparisons between tenure and the selected dimensions of teacher morale. None of the ten variables were found to be significant at the .05 level. However, the F value obtained in relation to "curriculum issues" was approaching the level of significance between teachers with one to three years tenure and teachers with eight to twenty-six years tenure. All of the groups of teachers had high mean morale scores on one-half of the variables. In relation to "teacher rapport with principal," the teachers with four to seven years tenure had the highest mean morale scores, and those teachers with eight to twenty-six years tenure had the lowest mean morale scores. "Teacher salary" was the one variable on which all teachers made an average mean morale score.

The Relationship of Selected Dimensions of Teacher Morale to Years of Teaching Experience

A significant difference at the .05 level was found between those teachers who had sixteen to twenty-five years of teaching experience and those who had one to five years

TABLE VII

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO TENURE

VARIABLE	T E N U R E						F VALUE
	1-3		4-7		8-26		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.357	0.625	3.352	0.498	3.289	0.584	0.051
Satisfaction with teaching	3.417	0.436	3.448	0.291	3.611	0.306	0.960
Rapport among teachers	3.437	0.362	3.361	0.420	3.478	0.307	0.409
Teacher salary	2.677	0.600	2.587	0.616	2.444	0.716	0.505
Teacher load	2.913	0.493	3.078	0.567	3.022	0.657	0.612
Curriculum issues	3.413	0.464	3.261	0.480	2.956	0.733	2.801**
Teacher status	3.107	0.574	2.983	0.587	3.089	0.711	0.293
Community support of education	3.220	0.542	3.200	0.621	3.578	0.380	1.688
School facilities and services	2.967	0.561	3.043	0.624	2.956	0.555	0.135
Community pressures	3.453	0.413	3.487	0.455	3.644	0.279	0.742

** Approached significance at the .05 level

teaching experience in relation to "satisfaction with teaching" (Table VIII). Those teachers with sixteen or more years of teaching experience had the highest mean morale scores on eight of the ten dimensions. The teachers with six to ten years teaching experience attained the highest mean morale scores on the two remaining variables, "teacher load" and "curriculum issues." The group of teachers with the lowest total mean morale score was that which had eleven to fifteen years of teaching experience. The variable "curriculum issues" approached significance at the .05 level but did not reach the significance level between those teachers who had six to ten years teaching experience and those who had sixteen to twenty-five years teaching experience. All of the teachers had high mean morale scores on seven of the ten dimensions. The level of morale for all groups of teachers was average in relation to "teacher salary."

The Relationship of Selected Dimensions of Teacher Morale to Vocational Field

There were no significant differences in teacher morale among teachers in the four vocational fields, home economics, agriculture, trade and industry, and distributive education (Table IX). Each group of vocational teachers had high mean morale scores in relation to "teacher rapport with principal," "satisfaction with teaching," "rapport among

TABLE VIII

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE
TO YEARS OF TEACHING EXPERIENCE

VARIABLE	YEARS OF TEACHING EXPERIENCE										F VALUE
	1-5		6-10		11-15		16-25		26+		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.290	0.519	3.353	0.682	3.363	0.648	3.430	0.544	3.400	0.494	0.123
Satisfaction with teaching	3.245	0.467	3.600	0.248	3.462	0.366	3.620	0.249	3.509	0.298	2.995*
Rapport among teachers	3.285	0.323	3.547	0.311	3.388	0.624	3.600	0.316	3.327	0.283	1.956
Teacher salary	2.635	0.478	2.507	0.578	2.488	0.846	2.690	0.664	2.773	0.730	0.407
Teacher load	2.775	0.509	3.193	0.470	2.887	0.467	3.180	0.505	2.927	0.598	1.934
Curriculum issues	3.330	0.446	3.547	0.396	3.050	0.612	3.020	0.757	3.364	0.480	2.074**
Teacher status	3.035	0.458	3.067	0.652	2.962	0.852	3.210	0.654	3.073	0.533	0.212
Community support of education	3.080	0.533	3.387	0.463	3.125	0.888	3.440	0.556	3.418	0.374	1.325
School facilities and services	2.980	0.619	3.133	0.445	2.775	0.929	2.840	0.488	3.273	0.382	1.297
Community pressures	3.400	0.440	3.547	0.307	3.375	0.570	3.520	0.454	3.636	0.367	0.789

* Significant at the .05 level

** Approached significance at the .05 level

TABLE IX

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO VOCATIONAL FIELD

VARIABLE	V O C A T I O N A L F I E L D								F VALUE
	Agriculture		Home Economics		Distributive Education		Trade and Industry		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.557	0.404	3.372	0.523	3.554	0.318	3.176	0.701	1.636
Satisfaction with teaching	3.400	0.231	3.500	0.420	3.469	0.427	3.429	0.323	0.204
Rapport among teachers	3.386	0.254	3.420	0.433	3.431	0.364	3.410	0.342	0.025
Teacher salary	2.914	0.524	2.704	0.648	2.508	0.524	2.476	0.626	1.260
Teacher load	3.257	0.565	2.928	0.565	2.946	0.583	2.990	0.452	0.722
Curriculum issues	3.600	0.383	3.304	0.542	3.169	0.576	3.305	0.531	0.997
Teacher status	2.929	0.340	3.220	0.593	3.062	0.446	2.924	0.693	1.124
Community support of education	3.314	0.324	3.344	0.675	3.231	0.468	3.190	0.516	0.322
School facilities and services	3.257	0.321	3.072	0.588	2.969	0.616	2.895	0.599	0.821
Community pressures	3.543	0.378	3.488	0.432	3.646	0.348	3.381	0.429	1.157

teachers," "curriculum issues," "community support of education," and "community pressures." Agriculture teachers had the highest mean morale scores on five of the ten dimensions. Mean morale scores were the lowest for the agriculture teachers in relation to "teacher salary" and "teacher status." Teachers in the area of trade and industry had the lowest mean morale scores on six of the ten dimensions. The agriculture teachers were the only teachers to have a high mean morale score in relation to "teacher load." The mean morale score for all teachers was average when "teacher salary" was considered.

The Relationship of Selected Dimensions of Teacher Morale to Size of School

A significant difference in teacher morale was found to exist between teachers in schools with an enrollment ranging from 501 to 750 students and those in schools which had enrollments of 251 to 500 students in relation to "teacher load" (Table X). The level of significance at the .05 level was almost reached in relation to "curriculum issues" for teachers in schools which had 751 to 1000 students and those with 251 to 500 students. In all schools the mean morale scores were average in relation to "teacher salary." The lowest total mean morale score was in the school with 251 to 500 students, and the highest total mean

TABLE X

THE RELATIONSHIP OF SELECTED DIMENSIONS OF TEACHER MORALE TO SIZE OF SCHOOL

VARIABLE	S I Z E O F S C H O O L								F VALUE
	251-500		501-750		751-1000		Over 1000		
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
Teacher rapport with principal	3.150	0.071	3.625	0.222	3.374	0.617	3.343	0.557	0.401
Satisfaction with teaching	3.700	0.141	3.375	0.450	3.396	0.362	3.497	0.377	0.697
Rapport among teachers	3.400	0.707	3.475	0.250	3.391	0.336	3.424	0.395	0.073
Teacher salary	2.950	0.495	2.350	0.772	2.726	0.663	2.557	0.563	0.819
Teacher load	2.800	0.424	3.225	0.532	3.204	0.434	2.835	0.551	2.867*
Curriculum issues	2.700	0.424	3.200	0.632	3.504	0.518	3.232	0.507	2.355**
Teacher status	3.300	0.707	3.325	0.427	3.065	0.639	3.022	0.573	0.426
Community support of education	3.400	0.566	3.600	0.283	3.252	0.624	3.238	0.531	0.552
School facilities and services	2.700	0.141	3.100	0.529	2.983	0.690	3.043	0.523	0.274
Community pressures	3.300	0.424	3.500	0.529	3.565	0.438	3.454	0.393	0.479
* Significant at the .05 level									

* Significant at the .05 level

** Approached significance at the .05 level

morale score was found to be in schools with enrollments of 501 to 750 students. Teachers in schools of different sizes had a high level of morale according to the mean morale scores on six of the ten variables.

The summary and implications based on the analysis of data are presented in the chapter which follows.

The Findings

The primary purpose of this study was to determine the relationship of selected factors to teacher morale among vocational teachers in California. The study was designed to determine the morale level of teachers of vocational programs, to determine the relationship of morale to selected variables, and the relationship of the selected variables related to teacher morale to age, sex, years of teaching experience, subject area, and the size of schools. An analysis of the findings of this study will be of value to school administrators, supervisors, principals, and teachers who are concerned with improving morale.

The hypotheses tested in this study were:

1. There are no significant differences in teacher morale among teachers in different vocational fields.

CHAPTER V

SUMMARY AND IMPLICATIONS

The factors which influence teacher morale must be given consideration in order to improve the quality of the education that children and youth receive. One of the first steps to improving the quality of education is the identification of those factors which affect teacher morale.

The Problem

The primary purpose of this study was to determine the relationship of selected factors to teacher morale among vocational teachers in Guilford County, North Carolina. The study was designed to determine the general level of morale of vocational teachers, compare vocational teachers' perceptions of ten selected dimensions related to teacher morale, and the relationship of the selected dimensions related to teacher morale to age, sex, tenure, years of teaching experience, subject area, and the size of school. An analysis of the findings of this study could be of value to school administrators, supervisors, principals, and teachers who are concerned with improving education.

The hypotheses tested in this study were:

1. There are no significant differences in teacher morale among teachers in different vocational fields.

2. There are no significant differences in teacher morale among teachers in schools of different sizes.
3. There are no significant differences in teacher morale among teachers of different ages.
4. There are no significant differences in teacher morale among teachers of different sex.
5. There are no significant differences in teacher morale among teachers with a different number of years of teaching experience.
6. There are no significant differences in teacher morale among teachers with a different number of years of tenure at the present school.

Assumptions

Two basic assumptions made in relation to this study were:

1. Vocational teachers are willing to respond to statements pertaining to their perceptions of self and certain educational issues.
2. The respondents will record their emotional reactions honestly.

Limitations

Since this study was limited to teachers of vocational home economics, agriculture, trade and industry, and distributive education in Guilford County, North Carolina, the findings of this study apply only to these teachers. Teachers of business education and introduction to vocations were excluded from this study because of the limited number of these teachers in Guilford County.

Study Design

The Purdue Teacher Opinionnaire was selected as the instrument to measure teacher morale among selected vocational teachers in Guilford County, North Carolina. On each of the one hundred statements of the Opinionnaire, the vocational teachers were asked to respond to the statements by blackening one of four columns: "agree," "probably agree," "probably disagree," or "disagree." Personal data forms were enclosed for securing personal data information.

A list of names of all vocational teachers in Guilford County was provided by the Director of Vocational and Adult Education and the Assistant Superintendent of Guilford County Schools. Opinionnaires were sent to eighty-four vocational teachers in Guilford County. Sixty-six, 78.6 per cent of the Opinionnaires were returned after two follow-up attempts were made in addition to the initial mailing of the Opinionnaire.

Major Findings

Major findings of this study of the relationship of selected factors to teacher morale among vocational teachers in Guilford County, North Carolina were:

1. The majority of vocational teachers represented in this study were in the area of home economics. Of the total number of teachers represented in this

study, twenty-five were teachers in the area of home economics. The next largest group of teachers were in the area of trade and industry which had twenty-one teachers.

2. The majority of vocational teachers were married. Seven teachers, 10.6 per cent were single, and one teacher was divorced.
3. The majority of the vocational teachers held a ten-month contract. Fifty-eight of the teachers represented in this study held a ten-month contract.
4. Over one-half of the teachers had completed work beyond the Bachelor of Science degree. Twenty-one teachers, 32.3 per cent held a Bachelor of Science degree, fourteen were working toward the Master's Degree and twenty-one teachers held a Master's Degree.
5. The majority of teachers in this study received a salary of six hundred to eight hundred dollars per month. Nearly fifty-seven per cent of the teachers received salaries ranging from six hundred to eight hundred dollars per month.
6. The majority of teachers in this study were males. Twenty-eight of the participants were females.
7. There were more Caucasians represented in this study than Negroes. Of those participating, fifty-two

were Caucasians.

8. The majority of the vocational teachers held membership in the American Vocational Association. Forty-nine of the sixty-six teachers in this study belonged to the American Vocational Association. Over one-half of the teachers held membership in the North Carolina Education Association.
9. The majority of the agriculture and home economics teachers belonged to their own professional organizations. Eighteen of the twenty-five home economics teachers belonged to the American Home Economics Association, and six of the seven agriculture teachers belonged to the North Carolina Vocational Agriculture Teacher Association.
10. Over one-half of the teachers represented in this study participated in a community organization. Forty-two or 63.6 per cent of the teachers mentioned at least one community organization in which membership was held.
11. The majority of the teachers had a general level of morale which ranged from average to high. Of all age groups represented in this study the teachers between the ages of fifty and fifty-nine had the highest mean morale scores. Female teachers had a higher mean morale score than male teachers. In relation to

size of school, those teachers in schools between the sizes of 501 and 750 in enrollment had the highest mean morale scores. The lowest mean morale scores in relation to teaching field were made by teachers in the area of trade and industry. Those teachers with six to ten years of teaching experience had the highest mean morale scores.

12. A significant difference in relation to "rapport among teachers" was found between teachers of the ages of thirty to thirty-nine and twenty-one to twenty-nine. Two other variables "curriculum issues" and "school facilities and services" approached but did not reach the level of significance.
13. A significant difference was found in relation to sex and "teacher status." The mean morale score for the female teachers was 3.250 and the score for the male teachers was 2.926.
14. There was evidence that none of the variables were significantly different when tenure was considered. The variable "curriculum issues" in relation to tenure approached but did not reach the .05 significance level for those teachers with one to three years tenure and teachers with eight to twenty-six years tenure.

15. The difference between teachers who had sixteen to twenty-five years teaching experience and those who had one to five years teaching experience was found to be significantly different in relation to "satisfaction with teaching." Approaching, but not reaching a significant level of difference was the variable "curriculum issues."
16. The level of morale for all groups of teachers was average in relation to "teacher salary," for all factors, age, sex, level of education, years of teaching experience, teaching field, tenure, and the size of school.
17. There were no significant differences in teacher morale among teachers in different vocational fields. The teachers in the area of agriculture had the highest mean morale scores on five of the ten dimensions. When "teacher load" was considered, the agriculture teachers were the only teachers to have a high mean morale score.
18. A significant difference existed between schools with 501 to 750 students and those with 251 to 500 students. The difference in size of school in relation to "curriculum issues" was found to be approaching the .05 level of significance.

The findings of this study were in agreement with the findings reported in the review of literature by Schultz, Johnson, and Bentley and Rempel in that female teachers had a higher level of morale than male teachers. Studies conducted by Hedlund and Brown, Leipold and Yarbrough, Gragg, Spracklen, and Mixon and the findings of this study indicated that teacher salary was an influencing factor of teacher morale.

Implications

Implications resulting from this study may provide a frame of reference for planning school programs. Implications drawn from this study are grouped into two categories: (1) school program, and (2) further research.

School Program. A knowledge of the factors affecting teacher morale could be of value in the planning of school programs. The school administrators, supervisors, and principals could use some of the factors which affect teacher morale in determining where possible changes could be made in the existing school programs. The variable "curriculum issues" approached significance at the .05 level in relation to the factors of age, tenure, years of teaching experience, and size of school. "Teacher load" was found to be a significant factor in teacher morale in relation to the size of school.

Periodic evaluations of the existing status of morale could be of value to school supervisors, administrators, and teachers themselves, in helping them to determine where changes need to be made in the school program in order to improve the existing level of morale. Changes in the school program could be recommended on the basis of such an evaluative study that would improve the level of teacher morale.

A knowledge of the status of teacher morale could be of value in planning pre-service and in-service programs for teachers. The areas of needed improvement could be identified and possibly improved through planning and cooperation among those concerned.

Further Study. 1. Further research is needed to give information concerning the questions raised in this study.

Are there differences in the level of morale of vocational teachers and teachers of academic subjects?

Are there differences in the level of morale of beginning teachers in the academic subjects and beginning teachers in the vocational education field?

Do differences exist in relation to race and the level of morale?

Do teachers have the same level of morale as their supervisors and principals perceive them to have?

2. It is recommended that consideration be given to the following:

Differences in the level of teacher morale between vocational teachers and teachers of academic subjects.

A comparison of students' perceptions of their teachers' morale with the teachers' perception of his level of morale.

Identifying those factors that influence teacher morale is one way to begin improving the existing level of teacher morale in schools. Continuous evaluation of the level of morale could help to keep the status of morale from becoming lowered by making an effort to curb teacher dissatisfaction before it becomes manifest.

BIBLIOGRAPHY

A. BOOKS

- Ward, William S., and Lee J. Smedley. *Classroom Management and Control*. New York: Appleton-Century-Crofts, Inc., 1931.
- Wills, Marshall. *Supervision for Junior High Schools*. Chicago: Prentice-Hall, Inc., 1932.

B. ARTICLES

- Butler, Ralph, and Arthur M. Karpis. *Supervision and the Junior High School*. *West Education*, January, 1937.

BIBLIOGRAPHY

C. PERIODICALS

- Case, Francis A. "Factors for Satisfaction in Supervision." *Public Relations*, XXIII (November, 1931), 27-31.
- Clark, Harry E. "Improving Staff Morale." *Supervision*, XXXIII (February, 1932), 22.
- Wells, F. L. "Teacher Morale." *Classical Journal*, XXXI (May, 1931), 205-206.
- Clark, Harry. "How Teachers Affect Teacher Morale." *Public Relations*, XXIII (January, 1931), 22.
- Butler, Ralph, and Arthur M. Karpis. "Improving Teacher Morale." *Classical Journal*, XXXI (January, 1931), 22-23.
- Clark, Harry, and Joseph E. Lippert. "What Your School Needs to Know About Teacher Morale." *Public Relations*, XXIX (December, 1931), 22.
- Wells, Frederick L. "Factors That Affect Teacher Morale." *Public Relations*, XXIII (January, 1931), 22.

BIBLIOGRAPHY

A. BOOKS

Burton, William H., and Leo J. Brueckner. Supervision A Social Process. New York: Appleton-Century-Crofts, Inc., 1955.

Wiles, Kimball. Supervision for Better Schools. Englewood Cliffs: Prentice-Hall, Inc., 1955.

B. BOOKLETS

Bentley, Ralph, and Averno M. Rempel. Manual for the Purdue Teacher Opinionaire. West Lafayette, Indiana: University Book Store, 1967.

C. PERIODICALS

Chase, Francis S. "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), 127-132.

Faulk, Harry R. "Improving Staff Morale," Educational Executives' Overview, III (February, 1962), 62.

Gragg, W. L. "Teacher Morale," Clearing House, XXIX (April, 1955), 493-494.

Harap, Henry. "Many Factors Affect Teacher Morale," Nation's Schools, LXIII (June, 1959), 55-57, 75.

Hedlund, Paul A., and Foster S. Brown. "Conditions That Lower Teacher Morale," Nation's Schools, XLV (September, 1951), 40-42.

Leipold, L. E., and Joseph W. Yarbrough. "What 1600 School People Think About Teacher Morale," American School Board Journal, CXIX (December, 1949), 29-30.

Redefer, Frederick L. "Factors That Affect Teacher Morale," Nation's Schools, LXIII (February, 1959), 59-62.

Redefer, Frederick L. "The School Board and Teacher Morale," The American School Board Journal, CXLV (July, 1962), 5-7.

Redefer, Frederick L. "The Unknown Teacher," Educational Forum, XXIII (January, 1959), 141-145.

Schultz, Raymond E. "Keeping up Teacher Morale," Nation's Schools, L (October, 1952), 53-56.

D. UNPUBLISHED MATERIALS

Argento, Nat and Alfred Gabriel, Jr. "A Survey of the Factors Influencing Teacher Morale in the Oakland Public Schools." Unpublished Master's thesis, San Francisco State College, San Francisco, 1955.

Bentley, Ralph R., and Averno M. Rempel. "The Relationship of Selected Factors to Teacher Morale." Lafayette, Indiana: The Division of Education, Purdue University, 1962. (Mimeographed.)

Chmelka, Ralph and Howard Swolgaard, "A Study of Teacher Morale in the San Juan Unified School District." Unpublished Master's thesis, Sacramento State College, Sacramento, 1962.

Francisco, Robert. "Factors That Contribute to Teacher Morale." Unpublished Master's thesis, Illinois State Normal University, Normal, 1951.

Johnson, James P. "A Study to Determine the Pertinent Factors Affecting Teacher Morale in the Elementary Schools of Springfield Township." Unpublished Master's thesis, University of Akron, Akron, 1966.

Mixon, Ronald Kieth. "A Study of Factors Affecting Teacher Morale of Public School Teachers." Unpublished Master's thesis, Texas Technological College, Lubbock, 1965.

Spracklen, Guy Elden. "Factors That Contribute to Good Teacher Morale." Unpublished Master's thesis, Chico State College, Chico, 1960.

Strickland, Benjamin Franklin. "A Study of Factors Affecting Teacher Morale in Selected Administrative Units of North Carolina." Unpublished Doctoral dissertation, The University of North Carolina, Chapel Hill, 1961.

APPENDICES

DESCRIPTION OF THE VARIABLES

DESCRIPTION OF THE VARIABLES

Variable 1 - "Teacher Support with Principal" deals with the teacher's feelings about the principal's professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Variable 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this variable, the high morale teacher enjoys to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Variable 3 - "Support Among Teachers" focuses on a teacher's relationship with other teachers. The items here reflect the teacher's opinion regarding the cooperation, influence, and interests.

APPENDIX A

DESCRIPTION OF THE VARIABLES

Variable 4 - "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competence? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Variable 5 - "Teacher Load" deals with such matters as record-keeping, clerical work, "red tape," and many demands on teacher time, extra-curricular load, and keeping up to date professionally.

Variable 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of school programs in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Variable 7 - "Teacher Status" explores feelings about the prestige, rewards, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

DESCRIPTION OF THE VARIABLES

Variable 1 - "Teacher Rapport with Principal" deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Variable 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this variable, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Variable 3 - "Rapport Among Teachers" focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Variable 4 - "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Variable 5 - "Teacher Load" deals with such matters as record-keeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Variable 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Variable 7 - "Teacher Status" samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Variable 8 - "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Variable 9 - "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Variable 10 - "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.¹

¹Ralph R. Bentley and Averno M. Rempel, Manual for The Purdue Teacher Opinionnaire (West Lafayette, Indiana: University Book Store, 1967), p. 4.

60

Box 116, North Business Annex
University of North Carolina at
Greensboro, North Carolina 27412
January 4, 1968

Dear Teacher:

May I have a few minutes from your busy schedule?
I am a graduate student in Home Economics Education at the
University of North Carolina at Greensboro and am conducting
a thesis study to identify factors concerning teacher morale.
The best place to obtain information is from you.

APPENDIX B

LETTER OF TRANSMITTAL

FIRST FOLLOW-UP: LETTER

SECOND FOLLOW-UP: POSTCARD

Enclosures: questionnaire, envelope

Box 514, North Spencer Annex
University of North Carolina at
Greensboro, North Carolina 27412
January 4, 1968

Dear Teacher:

May I have a few minutes from your busy schedule?
I am a graduate student in Home Economics Education at the
University of North Carolina at Greensboro and am conducting
a thesis study to identify factors concerning teacher morale.
The best place to obtain this information is from you.

Your cooperation and assistance in completing the
enclosed questionnaire would be greatly appreciated. Will
you please complete the questionnaire and return in the
stamped self-addressed envelope by Monday, January 15? The
data obtained will be handled in a confidential manner and
no individual will be identified. I shall be happy to pro-
vide a summary of the findings of this study upon your
request.

Very truly yours,

Mary Lee Francis

mlf

Enclosures: questionnaire, envelope

Box 514 North Spencer Annex
University of North Carolina at
Greensboro, North Carolina 27412
January 22, 1968

Dear Teacher:

Recently you received a questionnaire to identify factors concerning teacher morale. I realize that this is a very busy time of year for you and perhaps this is the reason your questionnaire has not yet been returned.

The questionnaire may appear lengthy but your cooperation in answering it is vital if the findings are to be representative. Won't you please take a few minutes from your busy schedule to fill out your questionnaire and return it as soon as possible? Be sure all questions are answered.

If your copy of the questionnaire has been misplaced, please drop me a card, and I will be happy to supply you with another.

Your cooperation and promptness is greatly appreciated.

Very truly yours,

Mary Lee Francis

mlf

P.S. Please disregard this letter, if your questionnaire has already been returned.

FOLLOW-UP POSTCARD

Your cooperation is needed in order to complete a study concerning factors related to teacher morale. You received a questionnaire the first week of January. If it has been misplaced, please call: Mary Lee Francis (274-9184) or Dr. Mildred Johnson (379-5896)

We will gladly send you another questionnaire as only you can supply the needed information. If you have already returned the questionnaire, disregard this card. Thank you.

Sincerely yours,

Mary Lee Francis